DOCUMENT RESUME

ED 316 281 JC 900 141

TITLE	Colleague 1990. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
INSTITUTION	State Univ. of New York, Albany.
PUB DATE	90
NOTE	69p.
PUB TYPE	Viewpoints (120) -- Collected Works - General (020)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Articulation (Education); Cognitive Processes; *College Instruction; Community Colleges; Computer Assisted Instruction; Learning Disabilities; Online Systems; School Location; Small Colleges; Teacher Responsibility; Technical Education; Telecourses; Training Methods; Two Year Colleges; Workshops; Writing Instruction
IDENTIFIERS	*New York

ABSTRACT

Designed as a means of communicating creative ideas in community college education, this journal contains 12 articles on instructional and administrative issues facing the community colleges of the State University of New York. This collection includes the following: (1) "Egalitarian Education in an Elitist Environment," by Eduardo J. Marti; (2) "New Solutions for Some Old Problems: Distant Learning at North Country Community College," by Gail Rogers Rice and Peter Biddle; (3) "The Learning through Writing Program at Mohawk Valley," by Sandra E. Engel and others; (4) "Technology Bound--A Hidden Agenda," by Patricia Pietropaolo; (5) "The Continuing Educator--Balancing a Fine Line between Academics and Industry," by Jessee Gugino and Renee' M. Caya; (6) "Do Non-Regents Students Succeed at a New York State Community or Technical College?" by Charles E. Gotsch; (7) "Testing Accommodations for the Disabled," by Andrea Bythewood; (8) "Distance Learners: They're Closer Than You Think," by Sue Commanday; (9) "A Pilot Project: The Bridge Program Easing the Transition from High School to College," by Lorraine Martin; (10) "Generator Transplants for Tenured Faculty (Business Experiences Applied to Academia)," by Robert J. Mullin; (11) "The HVCC Database Research Project: Information On-Line/On-Disc," by Paul M. Spannbauer; and (12) "The Difference Being a Social Animal Makes, A Conceptual Scheme," by Edwin de F. Bennett. (JMC)

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1990

An annual collection of articles on academic and administrative issues facing community colleges of the State University of New York

JC 900 141

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COLLEAGUE

An annual collection of articles on academic
and administrative issues facing community colleges
of the State University of New York

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Foreword

It is with great pleasure and pride that we present the third issue of Colleague, an annual collection of articles on academic and administrative issues facing the thirty community colleges of the State University of New York, written for and by SUNY community college educators.

Colleague is a collaborative effort of the SUNY Faculty Council of Community Colleges, the Association of Presidents of Public Community Colleges, and the SUNY Central Administration Community College Office. Colleague is intended to address any issue of importance today in community college education.

Appropriately, Colleague, 1990 includes the thoughts of a president on community colleges and their special place in higher education, two discussions of distance learning and the ideas of a team of faculty on a writing program which bridges several curricula, as well as a variety of articles on industrial training, service for the disabled, predicting success of students, and other matters.

This annual is the only scholarly publication of its kind in the nation--the collective sharing of thoughts by a statewide system of community colleges. We are most proud of the success of Colleague. It is well read throughout the State University of New York, is used as a teaching and reference tool in dozens of graduate classes in community college education both in and out of New York, and enjoys a rather wide general distribution nationally.

We hope that Colleague, 1990 will serve as a valuable means of communication for all interested in creative ideas in community college education.

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EGALITARIAN EDUCATION IN AN ELITIST ENVIRONMENT

by
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President
Tompkins Cortland Community College

The community college philosophy sometimes eludes those who consider academia the realm for only the wealthy and academically superior. While the majority of the undergraduates attending American colleges and universities go to a community college, the prevailing perception is that community colleges are not able to maintain academic standards and that the open admissions policy makes the delivery of quality education an impossibility. This paper explores differences between university, baccalaureate-granting colleges, and associate degree-granting colleges. Also, based on these differences, suggestions for courses of action that will improve the delivery of service are offered.

A cursory examination of the origin of the University provides us with a glimpse of the elitist nature of the academy. As the Greek masters forged the tenets of Western Civilization, they sought bright young men who could provide entertaining argument and who could maintain stimulating discourse. As universities developed institutional structures, the procedure for selection became more formalized. Nevertheless, in all cases universities selected young men, and then women, who could meet the standards established by the faculty.

The concept of egalitarian education had its origin in the Morrill Act of 1862. This act established land grants for institutions that would provide educational opportunities to those who could not afford to attend the elitist private universities. The establishment of institutions of higher learning by the government shifted some of the burden of financing higher education to the taxpayers and, therefore, created our extraordinary system of public higher education. The system sprung from the premise that all citizens were entitled to educational opportunity to provide them with skills for leadership in the young republic. However, the fundamental intent behind the Morrill Act was to break down the financial barriers to educational opportunity. America's public universities were still seeking young men, and then women, who could provide entertaining argument in the same manner that the Greek mentors did centuries before.

The development of primary and secondary school education as a right for all residents of this country began to force the inevitable realization that participation in the higher education arena was not a privilege for the few but a right for all who desired it. The Industrial Revolution and the emergence of the

U.S. as a world power since 1945 provided the impetus to fulfill the dream that all individuals residing in this country should have access to the benefits provided by the university system. In 1947 the Truman Commission called for the establishment of colleges throughout this land that could bring educational opportunities to all who desired them. These colleges were to grant the associate degree, be at no cost to the student, admit all who applied, and be accessible to residents within reasonable distance from their homes. Community colleges were to extend post-secondary education to all in the same manner that high schools provided secondary education to the general population. While the land-grant institutions had a major impact upon this nation's ability to compete in the world markets, community colleges expanded the potential to a level never before imagined. From 1947 to 1965, the expansion of community colleges was rapid. The passage of the Human Rights Act and the Higher Education Acts of 1965 provided the enabling legislation and the financial resources for an explosion in the number of community colleges and for the establishment of Open Admissions. These acts truly opened the door for all citizens to the world of higher education. The rapid growth in the number of community colleges provided opportunities for individuals who, prior to the passage of these acts, would have had no chance of gaining access to much of the information and skills necessary for a productive and prosperous life.

We are familiar with both the excitement and the difficulties encountered in the decade following the legislation. The frustrations of the formative years were tempered by the enthusiasm generated by the knowledge that the community college concept was a wonderful experiment, an experiment that confirmed the righteousness of the American society. We approached the need to obtain sufficient funding with a zeal that was unprecedented. With minimal support, we taught with second-hand equipment in converted factories, and we taught anyone who wanted to be taught. The task was massive. We had to fight for articulation agreements; we had to convince the powers-that-be that we were providing services equivalent to those offered by the baccalaureate-granting institutions. We welcomed a heterogeneous population in need of more support services to balance their educational deficiencies.

The success of community college educators perplexed many in the educational establishment. As colleges were organized, faculty were recruited, and buildings were built. We had to establish curricula that had credibility in the academic community while providing opportunities for students who were financially deprived and who starved for quick fixes to their deprivation. With a limitation of 60 credits, curriculum committees had to come up with programs that combined sufficient training of marketable skills with the teaching necessary for an understanding of Western Civilization.

Those were the good old days! A cadre of dedicated educators seized the opportunity provided by the legislation to bring to fruition all the dreams embodied by the revolution of the sixties. Community colleges were, in fact, a revolutionary answer to the educational establishment. Those of us who worked in community colleges referred to our task as "the movement." We bought into the possibility of helping to establish the Great Society promulgated by President Lyndon Johnson. We thought that with the resources available to us we could perform miracles. Our youthful enthusiasm made us feel invincible! We were convinced that we could turn hordes of uneducated individuals into a fine-tuned society that would appreciate the complexities of our culture. We offered the chance to unwed mothers, older people, and ethnic minorities to climb up from the darkness of the deep well of poverty and bask in the sunshine of prosperity.

As years went by, our faculty became older, and our administrators became more entrenched, we began to mirror more and more that very establishment that we felt was not providing the required services for a truly public education. The community colleges of today are still more responsive than the baccalaureate-granting institutions. We are more accessible than other colleges. We are less expensive. However, we look and feel more and more like those very institutions that by their elitism denied education and culture to the traditionally underprivileged.

As most community college enter their third decade of existence, we must temper our maturity with a renewed sense of purpose. We are discussing tightening our standards. We are proposing to exclude students who we feel do not belong in an educational institution. We are talking about providing services to only those students who really want them. I submit to you that we must guard against any attempt to close the open door. What makes community college education unique is our ability to provide excellent services to all who desire them. While the members of the academy are in midst of curriculum reform; while initiatives are being made to strengthen procedures; while discussion continues on the tightening of standards; we must never propose to exclude any citizen from the services that our colleges provide. On the contrary, we must expand our service to students. Let us not give our student the right to fail. Let us perform in loco parentis whenever and however necessary for our students to achieve success.

All students who come to our colleges have the right to:

A professional assessment of basic skills capabilities. It is irresponsible for us to open a window of hope to a desperate individual and then not provide that individual with the services required to achieve that dream. It is negligent to allow a student to attempt a particular course when we know the student does not have a chance to pass the course.

Excellent remedial services. As undergraduate education is the pillar of the University, remedial education is the pillar of community colleges. We know that many of the students who come to us are underprepared. We know that these students will not be able to survive the academic rigor of an academic curriculum. Therefore, it is our responsibility to provide sufficient support so they can meet the standards we set for them. Students found to be deficient in the basic skills have the right to a series of courses that will enable them to meet standards in the discipline courses. We should put our resources and our best instruction into remedial courses. Basic skills instruction is one of the many strengths of community college education. We are still willing to take students from where they are in their educational development to where they want to be or where they can be. We are willing to invest our time and talents in their future. For many we provide the only path to a better life.

Effective entry level advisement. The fact that many of our students come to us after a protracted absence from the rigors of the academic setting, and that many of our students come to us with the expectation that we can provide rapid access to a better life, can lead to false expectations. In many cases students come to us thinking that a short stay at the community college can solve all their problems. It is our responsibility to provide them with professional assessment of their capabilities, motivation, and resources. It is our responsibility to lay out a plan, a prescription if you will, for their stay at our college and beyond. It is our responsibility to be honest and forthright with those students who come to us with unrealistic expectations. We must endeavor to create professional units that will be responsible for all aspects of assessment. These units should be responsible for the assessing of the students' basic skills, the career and personal goals, and the personal stage of development and ability to meet the stated goals. These units could make a significant contribution to assessment methodologies by conducting longitudinal studies in order to determine whether an institution is in fact providing effective intervention in the lives of its students.

Effective academic advisement. Most of our students are older. Their most important commodity is time, so advice on the most efficient way to meet stated goals is imperative. It is wrong for an institution to allow students to accumulate 60 credits and not fulfill the requirements for graduation in a program. I know that no faculty member or administrator willfully provides inappropriate academic advice. We are so busy that sometimes we do not have the time to sit down with students, obtain their records and discuss how academic goals are being met. We have a responsibility to guide students who generally are not familiar with our procedures. We must recognize that once students are assigned to us, they become our responsibility, and it is our duty to ensure that they graduate as quickly as possible. Let us recognize that academic advisement is an integral component of the mission of community college education. As we handle a population that is generally unfamiliar with the academic "lingo" and our myriad of procedures and regulations, we must remember that our teaching role does not end in the classroom. Sometimes the best teaching is done in the office, in the hallway, or in the cafeteria. I am fully cognizant that college administrators have a responsibility to provide faculty advisors meaningful information in a timely manner. As a matter of fact, I firmly believe that qualified administrators should be given an advisement load. Academic advisement is an institutional concern.

Enhanced placement and transfer opportunities. We must examine the raison d'etre for community colleges. As institutions designed to bring educational opportunities to all citizens, community colleges must ensure that those opportunities are indeed meaningful. We can make an analogy between our mission and the first level of Maslow's theory. Community colleges are the survival stage. We need to provide educational services that have a large payoff with a small investment of time. As remedial education provides the foundation for a sound educational experience, placement and transfer services provide a vehicle for ensuring that the stated goals of the students are met. We must ensure that our courses are fully transferable. We must ensure that our programs are designed in such a manner that our students do not lose credits when they transfer to other institutions. We must ensure that our career programs are meaningful in terms of providing employment opportunities. We must ensure that our students are knowledgeable about further educational opportunities when they finish with us. Our placement and transfer offices are as important as the entry-level advisement office.

What I have described is my answer to elitist attitudes which seem to be gaining force in our part in academia. I firmly believe that community colleges must continue to provide educational services to all who come to us. However, I do not believe that our responsibility is limited to providing opportunities. We must provide the necessary tools for success. We must recognize that many of our students are not sophisticated enough to make academic choices on their own. We must accept the responsibility as educators to assist our students in their development. We must provide the necessary resources for appropriate decision making, and we must ensure that decisions are implemented in an effective and efficient manner.

Our job is not finished. When we started the "movement" in the late sixties, we believed that community colleges were part of the solution to the problems that beset our country. I, for one, still believe in that mission. However, I realize that we are older and that the stresses of our lives have toned down our enthusiasm. But I know that our commitment is still there! I know that community colleges are an oasis of hope in a nation where higher education is, in many cases, beyond the reach of the majority of the population.

NEW SOLUTIONS FOR SOME OLD PROBLEMS; DISTANT LEARNING AT NORTH COUNTRY COMMUNITY COLLEGE

by
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Peter Biddle
Professor of Biology
North Country Community College

With resources and staff stretched to their limits, small colleges have to find innovative ways to approach instructional and staff development and the varied, but related problems of recruiting and retention. These particular areas are twin headaches for small institutions with little excess of anything. (Small colleges can derive no benefit from the economies of scale able to be realized by larger instituions.) North Country Community College is typical of small schools and is further limited by the burdens of an isolated location and an extensive service area.

Located in Essex and Franklin Counties, NCCC operates in two of the most rural, most sparsely populated, and poorest counties in the state. NCCC's service area, the largest area in SUNY, encompasses 3514 square miles. Most of this area is transacted only by two-lane, rural roads which run over mountain terrain and are made treacherous by long winters and heavy snows. Getting staff out to participate in professional and instructional development opportunities is as difficult as is recruiting students and retaining them. In either instance, staff and students have to cope with isolation, distance, difficult terrain, and poor traveling conditions.

In addition to offering one or two competitive leaves (Professional Improvement Leaves) on an annual basis, in the spring of 1987, NCCC initiated further staff development opportunities within the framework of "project time." This was designed to allow faculty and nonteaching professionals the opportunity to apply to the Dean of Academic and Student Affairs and their immediate supervisor (usually a division chair) for release time during the coming semester. "Project time" was to be used to pursue a topic of special interest--an activity which would also benefit their area or students. Application and processing for "project time" was kept simple. After informal discussion with the supervisor and the Dean, approved applicants were asked to submit a brief rationale for the project, a timeline for its completion and, finally, a report on its implementation which outlined success and problems. Although several of these "projects" have been very successful within the framework of their objectives, the distance learning project initiated by Professor of Biology, Peter Biddle, has had the greatest impact on NCCC.

It has resulted in an increase in enrollment, a reduction in attrition, has expanded the staff's instructional vision, and improved instruction. The development and expansion of distance learning (DL) has changed instructional delivery at NCCC for the foreseeable future.

DL - CONCEPT AND OPERATION

Distance Learning was originally conceived to assist adult, vocational students, particularly those who are economically disadvantaged. Many of these students are actually potentially located on NCCC's three branch campuses--Malone, Elizabethtown, and Ticonderoga. DL was designed to deliver vocational or vocational support courses to local branch campuses where insufficient registration numbers would normally prohibit offering these courses. Using DL, selected vocational courses were made available to students whose background and location had formerly prohibited them from taking advantage of NCCC's vocational courses and program.

Because of time and fiscal limitations, DL technology was kept at a simple and pragmatic level. Three separate forms of technology were used in distant learning: high-grade voice, a modern version of the electronic blackboard, and facsimile. Since 80-90 percent of most instruction in a regular classroom is delivered by voice, the quality of the telephone convener and microphones was judged to be critical in reducing the sense of distance. To insure good voice quality, the instructor was equipped with a directional microphone for clarity and to eliminate classroom distractions. Student were given desktop microphones which allowed questions and discussion from any site. To comment or question, students push a button to activiate an individual microphone. Since their mike is "open" only at such times, background distractions are eliminated. All of this spoken exchange is heard through speakers at each site. Because of the clarity of the voice, students tend to "forget" that the instructor is speaking from a distant site.

The second component of NCCC's distant learning process is the electronic blackboard. While not a new technology or idea, it is flexible, low cost, and easy to install. The version being used by NCCC is put out by Optel and consists of a 12 X 15 inch graphic's table, a computer, and a special modem, hooked up to one or more 25 inch monitors. When an instructor writes on the tablet, the writing appears on the monitors at all sites simultaneously. When an instructor touches a labeled part of the tablet and preloaded text, diagrams in brilliant color will also appear miles away. Specifically, this tablet is connected to a computer which then sends a signal to a New Solutions' special modem. This modem combines the computer signal with the instructor's or students' voices and transmits all of these over a single, standard telephone line. The advantage of this over the older "blackboards" is that only one telephone line is used to each site, thereby reducing costs. Further reduction of telephone costs has been achieved by renting a "foreign exchange" or "dedicated line" for one campus and using a flat rate WATTS line for the other campus. Since the foreign exchange line also made sense as a way to reduce NCCC`s administrative telephone costs, distant learning, by piggybacking phone line use, is achieving a second line of savings as well as increased administrative communication. Further, by combining the dedicated line with the modest cost of the WATTS line, NCCC is now connecting three campuses at a far lower rate than the travel costs incurred by sending an instructor.

Moreover, facsimile or "fax machines" are used to transmit tests and last-minute course materials. The instructor simply places the document in the fax, and it is scanned. Sound transmits the images over the phone line, recreating them in less than thirty seconds at the distant site at a cost of six cents per page after the purchase of the machines. Multiple copies and overheads can then be produced at the distant site.

Both the choice of target group (the adult vocational student) and the technolgy have proven correct. DL has been found to serve the economically disadvantaged as it reduces travel expense, travel time, associated child care costs, and the stress engendered by these. The significance of reducing such barriers for adult, vocational students is obvious if their circumstances are examined. Most come to NCCC with high levels of stress resulting from life crisis. Many are single parent, heads-of-households; most have little hope and less confidence. These factors, when combined with academic pressure, led to decisions not to enter at all or to a higher-than-necessary attrition rate. DL has helped to mitigate or eliminate the effects of these factors on the target population.

Using simple and inexpensive technology has also been useful because it is easy to operate and is also "bug free." NCCC has been able to extend DL instruction with modest capital investments from its own budget as well as with targeted VEA funding. No extensive addition of staff has been required--still another source of saving. Finally, present staff has been better utilized as full-time staff have been "beamed" out to branch campuses reducing the need for expensive and time-consuming staff travel.

DL has also brought about improved administrative communication. Using the phone and fax equipment, division and committee chairs, as well as other administrators, have been able to develop more immediate contact with staff on other campuses. Many meetings are now held in the DL Conference Room eliminating the need to travel and increasing immediate communication.

DL has also encouraged further improvement and development of instruction. The materials produced for DL classes and the reexamination of instructional design and techniques the DL mode necessitated, have provided the community colleges with new and different instructional models and standards. Of particular note is the material developed by Professor of Chemistry, Joseph Spadaro. In addition to a series of "screens" used for direct instruction, Dr. Spadaro has developed a remarkable set of student manuals. These materials, as well as those developed by several other DL instructors, have enhanced NCCC's quality of instruction and have exposed the faculty to a whole series of new instructional design ideas.

DL has also expanded to an unanticipated degree. In its first year of operation, DL served 47 students on two campus. Presently, DL is serving 250 students on three campuses.

DL PROGRESS AND CHANGE

The growth of the DL program has not been without some difficulty. As DL has developed, the original premises upon which it was based have constantly been tested. A number of questions have arisen that will have to be answered in the immediate future. Thorniest among the present questions are those pertaining to staffing, oversight, load credit, and class size.

Because the program grew so rapidly, its staffing and oversight is still very informal. However, it is probably now too large to continue without a formally-designated director. This is becoming more and more apparent, not only because the administrative details of scheduling classes and maintaining transmittal and equipment have been increasing proportionally, but also because the informally-designated director (Peter Biddle) has also been the DL "trainer." Clearly, training, administrative and delivery demands have reached a level at which more attention must be given to them on a regular basis. More instructors, more students, and more delivery of instruction to more sites indicate the success of the program. They also signal a need to examine it. The search for answers to questions now known as well as to the other questions that are sure to arise promises to be still another challenge.

The development and ongoing implementation of DL instruction at NCCC illustrates clearly that the best answers to the question of how scarce resources may be used, in an innovative manner in a sparsely populated, but very large rural area like NCCC serves, are found in the talent and imagination of the existing staff.

THE LEARNING THROUGH WRITING PROJECT AT MOHAWK VALLEY

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The Learning Through Writing (LTW) Project at Mohawk Valley Community College is a successful collaborative project which employs writing to promote learning. This essay will define what LTW is, give a history of LTW, explain LTW teacher training, discuss classroom applications of LTW techniques, and finally outline problems that have arisen.

Definition

The basic assumption of LTW is contained in its name, Learning Through Writing. The key word here is learning. We emphasize that writing can be used in all academic disciplines to facilitate the learning process. This relationship between learning and writing is crucial to understanding the project as we have conceived and implemented it.

Learning Through Writing is not an attempt to get faculty outside the English department to teach writing; most faculty neither would be interested in doing this nor would feel qualified to do it. Second, LTW is not a project in remediation for deficient writing skills. We do not say that because students need better writing skills, we are going to make them write more. Third, LTW has no quantitative requirements to be met in a mechanical way, such as X number of works, Y number of pages, or Z number of written assignments, nor does it attempt to impose a format or dictate content or deflect time from other important concerns in any course. The only requirement is that each instructor use writing in a variety of ways to stimulate learning. Fourth, LTW does not advocate the use of writing primarily as a tool to evaluate students. LTW does strive to encourage the use of writing that stimulates individual critical thinking, class discussion, and questioning. LTW sees writing not as an end to be inserted into a course to compete with course content, but as a tool to increase the learning of that content.

We have tried to accomplish certain objectives. Above all, we have sought to increase learning. We believe that writing down one's thoughts enables one to see better both what one has learned and what one still needs to learn about a given subject. We view writing as an aid to critical thinking. Often failure to master substantive material in a course is really failure to think about the material in a thorough, analytical, logical way. Writing is a valuable tool to enable students and instructors to discover some of the gaps in the process of thinking about material under study. Also, we discuss writing as a concrete way of promoting communication and participation in the classroom. The instructor gains more useful feedback to see what students have learned, are learning, or have failed to learn. In addition, since each student is drawn into an active role in the learning process, and since an active student learns more and better than a passive student, all the students would benefit.

Historical Background

In 1982, a group of faculty members at MVCC introduced the notion of writing across the curriculum in a workshop for those who were curious and those who were already convinced of the need. Implementation of the idea was left up to the individual instructors, and there was no formal follow-up on the workshop. Even though this was a step in the right direction, we saw that it was not enough. So in 1986, we wrote a proposal which would systematically integrate writing into the disciplines. We entitled the proposal "The Learning Through Writing Project."

Our general goals were to strengthen the liberal arts program and to strengthen the general education component in all the programs by incorporating writing as a means for learning in the major subject areas. To achieve these goals, we decided that the best course of action would be first to use volunteer faculty members--for any kind of coercion in this kind of project would be self-defeating--and second, to begin small and to proceed slowly.

We developed a proposal made up of four phases. The first phase we initiated in the fall of 1987 by block-scheduling one section of freshmen in the Liberal Arts Program into four LTW courses: English, mathematics, history, and psychology. We immediately encountered some problems. Because of some confusion in the advisement and registration process, we ended up with only thirteen students and had to fill the sections with students from other programs. Nonetheless, we thought things turned out reasonably well: of the original thirteen students, eleven continued on in LTW courses in the second semester; the year-end evaluations by faculty and students were positive; and we were fortunate to receive a commendation from the Middle States accreditation team in their final report.

In the fall of 1988, we moved to the second phase and block-scheduled nearly all full-time Liberal Arts freshmen and as many Liberal Arts sophomores as possible into LTW sections. The freshmen were block-scheduled into English, mathematics, history, and one social science; the sophomores were block-scheduled into literature, natural science, speech, and, where possible, a humanities elective.

Although we had some difficulties that year, in general the project seemed to be headed in the right direction. The number of LTW faculty increased to twenty-five, the number of students to more than 100, and, what is very encouraging, some of the LTW faculty began incorporating writing into courses not officially designated as LTW courses. Again, the year-end evaluations by students and faculty were positive.

When we designed the program, in phase three we were to propose to the General Education Committee that the general education component in each program contain a certain number of LTW courses. Our College is presently in the throes of changing the structure to general education, and an LTW component might fit right into the new structure. But for now, we just have to wait and see.

In our original plan, phase four of the proposal consisted of the Vice President for Instruction encouraging all the faculty to consider the use LTW techniques in as many courses as possible. In other words, phase four would expand LTW beyond the Liberal Arts program and the general education component into other academic areas. But this phase would occur well into the future, if at all.

LTW Teacher Training

Although the members of the Humanities Department were generally more aware of the many aspects of LTW by the nature of their training and everyday class experience, some Humanities faculty, and those faculty outside the discipline, needed to be introduced to LTW theory and activities. Thus the LTW Planning Committee--made up, at that time, of only Humanities faculty--set up a series of training sessions, workshops, bibliographical holdings, and other activities and materials, to orient and train other interested and committed faculty.

The first activity--and the one that continues every June--was a two-day training seminar/workshop in June of 1987, for all LTW faculty scheduled to teach in the 1987-88 academic year. A packet of theoretical and informational articles was given to each participant a couple of weeks prior to the workshop. During the first day of the workshop, those faculty experienced in LTW activities covered such topics as theoretical foundations, practical applications in the classroom, and activities and exercises. Some of these activities included the participants actually trying some of the suggested exercises.

The second day centered on problems and questions that the new LTW faculty needed to have answered. There was a comfortable give-and-take and willingness to contribute from all members. In fact, the LTW Planning Committee was delighted at everyone's cooperation and at the high level of good humor and good spirits.

As a result, two-day sessions were held in June of 1988 and 1989. During the academic year, one-hour mini-workshops are held once or twice a semester, when new LTW activities are introduced, discussed, and often practiced by faculty.

Periodically through the year--whenever enough material can be gathered together--an LTW Newsletter is sent out to the faculty to inform them of activities, events, new materials, etc. An article by one of the LTW faculty or by an acknowledged expert in the field (such as Toby Fulwiler) may be attached for the faculty's consideration. This newsletter is compiled by the consulting teacher.

To assist LTW teachers in any problems they might have with this program, each year a different LTW Planning Committee member is designated as "Consulting Teacher," a resource person who meets individually with faculty members when it is needed. When a non-Humanities Department member someday undertakes this position, we will know that the program's impact on other departments will have been an ultimate success.

A final area for faculty training in LTW is our connection with the Mohawk Area Teachers' Exchange (MATE), a group set up with our faculty and the various local schools and colleges whose concern is the articulation of writing needs and concerns common to all of us. When MATE conferences are held, they are open to the full MVCC faculty, and many attend.

A special section in the MVCC Library, the LTW/MATE Collection, is set up as a resource center for LTW faculty, where articles, books, and other LTW materials are placed. A bibliography is updated yearly.

Presently, with over twenty-five participating faculty from various disciplines, we have tried our best to have an ongoing training program to enable interested faculty to learn by hearing, watching, doing, and making a significant personal contribution to the process.

Application

LTW techniques are designed to actively engage the students in learning. Although LTW techniques may include traditional academic assignments such as the research paper, the essay exam, and the lab report, LTW techniques more often consist of less formal types of writing, often ungraded and exploratory: brainstorming, freewriting, write examples and analogies, formulating questions and then attempting to answer them, speculating on alternatives, explaining procedures, paraphrasing, and summarizing. Students might be asked to write at the beginning of class as a means for beginning to think about the topic for discussion, or in the middle of the class when a controversial issue is raised or when students are stymied, or at the end of class to synthesize or question the day's lesson. Some instructors ask students to keep a learning journal to focus their attention on topics important to the course. A literature instructor requires a reader's journal, consisting of three kinds of written responses to the reading assignments: random notes, responses to specifically assigned study questions, and a paragraph in which the student concentrate on a single scene or a part of a scene as an entry in understanding the work as a whole.

An LTW instructor in the life sciences uses weekly written assignments usually averaging a page or two in length. These exercises tend to be on a speculative topic or on a topic which may blend biological issues with ethical considerations. The assignments may also link current events with issues being discussed in class. Or he may provide a seed phrase at the beginning of class, such as "Last lecture we discussed . . ." and then allow three minutes of writing before he collects the unsigned pieces of writing. He reads some aloud at random; this serves to quickly review the previous lesson and to determine what points were not clearly presented. At the end of class, he might present a seed phrase such as "The one thing I did not understand about today's class was. . ." and then uses this to begin discussion the next period.

Several mathematics instructors ask students to make up a problem--a binomial distribution problem, for example--of their own and then explain how to solve it.

A political science teacher begins class by asking students to do some writing on a single word, such as communism. They write for three to five minutes whatever ideas, pictures or emotions the term brings to mind. Then students are broken into groups of four to six. Students then hand their papers to the person to their right to read. Students are then asked to reach a group consensus through discussion. To do so, they must engage in a discussion of their perceptions and attitudes for twenty to thirty minutes. Finally, the class reconvenes and each group is asked to present their findings. The instructor then reinforces their ideas and creates a climate in which all are more willing to involve themselves in a discussion of the class material.

Also, several faculty have taken to practicing what they preach by way of the Teaching Journal or LTW Log, a running account--a narrative and an evaluation--of their attempts to incorporate writing as a tool for learning into their discipline. In doing so, and by writing with students in their classes, faculty too engage in the attempt at learning through writing.

Problems

We have had a relatively small assortment of problems, problems which for us pose questions about our project.

One of the smallest has been the recurring communication problem, the problem best described as a misunderstanding of what the project is about. We chose the project title with care so as to reflect the emphasis we wanted on learning, on the connection between content and composing. But the bigger we grown, the more we need to communicate--and to communicate again and again with our colleagues. How might we do this better?

Second of the problems has been that of personnel. We began small, working with volunteers; however, we have found that from semester to semester, from year to year, our agenda is not necessarily everyone else's agenda. Many faculty like to teach a range of courses--courses which may or may not be in the LTW project. As a result, we have an interested but not always (consistent) group of LTW faculty. Although increasingly the present or former LTW faculty are using LTW techniques in non-LTW courses, how might we have a more consistent group of faculty? Or is a less-than-totally-consistent group of faculty more desirable?

Another problem has to do with the nature and purpose of writing assignments we have offered for use in the classroom. Perhaps sometimes we have run the risk of seeming to offer a gaggle of gimmicks. We have not concretely addressed, for example, in exactly what ways informal writing might lead to more formal academic writing. We have not really concretely addressed, for example, the possible incremental steps in moving from freewriting and other informal writing to more formal writing or higher order thinking. How might we go about this?

And we have on occasion heard complains from students that, for example, having to keep a journal for more than one class is having to keep too many journals--and that sometimes, for example, some of the writing seems more like busy work than anything else. How do we make writing in or out of the writing class something other than an exercise? Or can we always do so? To what extent is it the student's responsibility?

Another problem is the administrative problem of class size. The LTW classes have twenty-five students per section. In contrast, non-LTW English classes are capped at thirty; non-LTW content courses are capped at forty by stipulation of the faculty contract. A life science teacher, for example, who uses LTW techniques in one or two small sections may find using such writing techniques prohibitive in his assigned non-LTW sections. In other words, our successful LTW program, can only grow so much. What will prove to be our maximum--or optimum--size?

The one major problem we are anticipating and attempting to avoid is that of entropy, of loss of energy as time goes on. How do we sustain the amount of writing done in the classroom? How might we go about sustaining faculty interest in and energy for the program over time?

Our problems pose questions to us and remind us that we are engaged in an ongoing activity and that we need to be continuously defining and redefining and explaining what it is we are doing. What we do know is that LTW has made a difference in the use of writing as a tool for learning at Mohawk Valley Community College. In the April 1988 Middle States Evaluation Report completed at the College, one of the recommendations regarding programs and curricula stated that ". . .the Learning Through Writing project now in place should be supported and extended to include more faculty from the various disciplines. The institutionally-supported initiative should be considered a focal point and a model for other collaborative faculty projects aimed at the improvement of instruction and the strengthening of curricula." This statement by Middle States officially indicated to us that we had established a successful program that is gaining support and recognition. Although our efforts have not been free of problems, we have been able to see much progress over the past few years. As a result, we look to the future with enthusiasm.

TECHNOLOGY BOUND - A HIDDEN AGENDA

by
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At a time when enrollment in technological programs should be increasing to keep pace with the expanding job market, the Community College of the Finger Lakes has experienced low enrollment in science and technology programs. In an effort to counteract the acknowledged problematic enrollment, Technology Bound was conceived.

"Technology Bound," a six-session series of skills and confidence-building activities for high school aged females and their guidance counselors, was funded through the Sex Equity portion of the Carl D. Perkins Vocational Education Act.

Each week for six weeks participants were provided with a hands-on laboratory type experience designed to acquaint them with information and procedures on a designated science/technology topic. The purpose of the activity was to provide experiences beyond those that a typical high school class engages in which will build confidence in the participants' ability to successfully achieve skills and knowledge in science/technology areas. The participants, both students and counselors, were exposed to terminology, skills, and processes specific to the chosen technological area. The experiences were "hands-on" and interactive. After mastering basic skills and content, the participants were presented with a "work situation." They were encouraged to use problem-solving methodology to accomplish the job-related task. Less supervision was provided as the students increased their problem-solving capabilities through the six sessions.

Guidance counselors, participating in the same experiences as the students, gained a better understanding of the skills, equipment, and terminology employed in the career areas addressed. Along with gaining knowledge about career opportunities for females in specific technological fields, they saw first-hand that their female students could master skills essential for technological employment. While providing the students with insights and confidence to consider employment in a technological occupation was our stated goal, our hidden agenda was the "reeducation" of guidance counselors.

The guidance counselors worked through the same hands-on experience as the students. They listened to the guest lecturers speak about how women have fit into the technological workforce and, most important of all, they observed their students succeeding in the tasks provided.

"Technology Bound" broadened their knowledge of the skills needed for specific careers and of the capability of females to succeed in technological courses. Hopefully the guidance counselors will be a positive influence on the career selections made by students in future years.

The major activities for the Community College of the Finger Lakes' "Technology Bound" program were accomplished from August through November, 1988. Evaluation of some outcomes of the program will not be completed for a number of years.

Early in August, 1988, letters were sent to principals and guidance counselors at area high schools. Follow-up telephone calls provided information and encouragement. The schools were invited to send up to five students and one or more guidance counselors to the "Technology Bound" program. Sophomore and junior female students were selected by the schools. It was suggested that the students chosen be underachievers in math and/or science. The student commitment was for six weeks. Guidance counselors provided transportation from the home school to the Community College of the Finger Lakes and back. The school could rotate guidance counselors through the six-week commitment or the same counselor could attend all of the sessions. Stipends were paid to the guidance counselors to cover transportation costs.

Equipment for the hands-on experiences was provided by the College and the Atmospheric Sciences Research Center at State University at Albany. The procedures that were followed for each experience were recorded. Photographs and video recordings of the activities were taken.

The six-week agenda was established after group planning sessions and individual input from the prospective instructors and the counseling staff at the College. Speakers who could relate the technology activities to the workplace and job opportunities were gleaned from industry and educational institutions. Weekly topics were Water Quality, Electronics, Atmospheric Sciences, Computer-Automated Drafting, and Microbiology (2 sessions).

Each weekly session started with refreshments and informal interaction from 3:30 to 4 p.m. The technology topic was presented from 4 to 6 p.m. Each presentation began with an introductory information dissemination period, followed by the hands-on experience. All sessions emphasized problem-solving activities. For each session there was a primary instructor and a backup professional so that, along with the director and program technical aide, there were two content specialists available to instruct the students and counselors.

Dinner started at 6:15 p.m., followed by the evening's guest speaker. Sessions generally ended at 7:30 p.m. Speakers were contacted in advance by phone to verify their commitment and arrange for equipment needs.

The "Technology Bound" program encompassed 21 students and 10 guidance counselors from six high schools. One student dropped out of the program. Weekly student attendance was high, with only one or two students absent any week. Fourteen out of 21 students attended all sessions.

Analysis of evaluations filled out by students indicates that after completing the "Technology Bound" program they were more aware of career opportunities in science and technology. The program provided information and experiences in nontraditional employment.

The program involved cooperative experiences between local and regional businesses and educational institutions. It also emphasized existing relationships and encouraged new communications between the College and local high schools.

Overall, evaluations of the "Technology Bound" program indicate that both segments of participants were extremely satisfied with the program and that they would recommend attendance to their respective peers.

THE CONTINUING EDUCATOR--BALANCING A FINE LINE BETWEEN ACADEMICS AND INDUSTRY

by
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When developing employee training programs, the continuing educator must be sensitive to the needs of faculty as well as industry. Faculty contribute expertise on the theory behind learning and methods that enhance learning. They are best suited to determine testing procedures and implement the most effective learning methods.

However, when requesting training, the company manager, who knows the needs of the industry best, often says, "...and don't give me theory." The manager wants a training program that is company specific, cost effective, and nondisruptive of work schedules. Testing procedures and learning methods are seldom discussed.

The continuing educator is then faced with the dilemma of balancing the academic need for theory in understanding the training materials with the manager's request for a practical training program sans theory.

From an academic point of view, the faculty person develops the training curriculum with attention to the employee's need for a broader understanding of the theory behind the process. This rationale presumes that, as the employee later performs the task, s/he will have an appreciation of the full dynamics involved in the task. At some point, this may also enable the employee to perform the task at a higher level.

However, from an industrial point of view, the manager's prime concern is to have a work force that meets production deadlines in the most cost-effective manner. Training is approached with the same mindset. It should be done only when necessary and in the most expedient and efficient way. To the manager, what the employee may or may not be able to use at a later point in time is not immediately relevant, therefore it should not be included in the training. The manager sees it as a drain on the valuable resources of the company--time and money.

An example of this can be seen in teaching motivation techniques to a group. Frequently, participants in this type of seminar are looking for a standard, step-by-step method of motivating employees. They want a method that they can take back to the workplace and begin to implement immediately.

However, to their disappointment, they often find it is not possible to use the same motivational approach in every situation since people are different and circumstances vary widely. In instances such as these, it is necessary for the person to understand the dynamics behind motivation so that s/he may apply it appropriately to the situation.

Likewise, employees can't use statistical process control (SPC) without understanding basic math and the concepts behind total quality systems. The importance of starting from a similar base of knowledge can be especially poignant when dealing with workplace literacy needs. While, from an industrial point of view, the training must get done as quickly and concisely as possible, from the academic side it is also true that the employee won't be able to grasp the actual training concept if s/he doesn't understand the basic premise behind it.

In this case, the faculty person teaching SPC would most likely want to test the employees before beginning instruction in order to determine the best level at which to start the class. At the same time, the company manager would think that the procedure was unnecessary and time consuming.

Ultimately, since the company is the recipient of the training, the demands of the industry overshadow the importance of the faculty member's approach. In most cases, the emphasis is put on meeting the needs of the workplace rather than promoting employee comprehension of the process.

The continuing educator might ask; "Are we conducting this training so that the employee understands the process or are we doing it solely to enable him/her to perform a certain function?" The answer to this question will determine the approach, academic or industrial, that the training program should take.

Continuing educators must understand both perspectives and bridge the gap between the two. This means understanding curriculum development, academic standards, and company training needs. To successfully join the two schools of thought, the continuing educator must be involved in all phases of employee training. It begins by bringing the manager and a faculty member together to discuss the training need. Both must agree not only on the curriculum, but on the need for testing, theory, practical application, and even classroom logistics.

The following are guidelines for the continuing educator striving to achieve a successful partnership between academics and industry.

1. BE INVOLVED FROM THE START.
   Stay on top and let people know you are in charge of the direction the training will take.

2. KNOW THE COMPANY AND ITS TRAINING NEEDS.
   Business is people doing business with people. Develop a professional working relationship with people within the company. Help organize a company training committee.

3. UNDERSTAND THE FACULTY'S APPROACH TO TRAINING.
   Let the faculty member know you will not compromise academic standards.

4. HAVE THE MANAGER AND THE FACULTY MEMBER DEVELOP THE CURRICULUM TOGETHER.
   Remember that motivation to achieve a goal is enhanced through participation. Use this concept to your advantage in overcoming any potential barrier between the company and the instructor.

The continuing educator is a key person in the development of employee training programs. Through his/her work, gains can be realized for the company and its employees, as well as for the academic credibility of the faculty and college.

DO NON-REGENTS STUDENTS SUCCEED AT A NEW YORK STATE COMMUNITY OR TECHNICAL COLLEGE?

by
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The Community and Technical Colleges of the State of New York take pride in the fact that they are open door institutions and, therefore, accept any recent high school graduate or GED recipient. This report will study the success of those previous June high school graduates at six upstate New York colleges who did not receive a Regents diploma. In New York State, the Regents Diploma is the equivalent of participating in a traditional college preparatory program. It may be of surprise that fully 30.6% or 275 out of 900 students in a more complete study of retention did not take the eleventh grade English Regents, a requirement for the Regents degree.

This study will determine the relationship between success at a two-year college and high school average, high school rank, sex, and program selected in college for these 275 students. This version of this research study does not take any of the following variables into consideration: SAT or ACT test scores, geographic origin of the student, number of hours worked by the student while in college, students' reasons for attending college, any college intake testing, or whether or not the student was registered for a remedial or developmental program. Future studies plan to include many of these variables, but preliminary data indicates that none of these factors are as significant in predicting future college success as is the decision not to register for a Regents program in high school.

High School Background of the Non-Regents Students as a Predictor of College Success--

High School Rank and/or High School Average have traditionally been viewed as the best predictors of college success. How valuable are these measures as predictors of college success for non-Regents students?

TABLE I: Number and Percentage of Non-Regents Students by High School Rank

High School Rank	Number	Percentage
Top Ten Percent	6	2.2
Between 10th & 20th Percentile	8	2.9
Between 20th & 30th Percentile	15	5.5
Between 30th & 40th Percentile	30	10.9
Between 40th & 50th Percentile	22	8.0
Between 50th & 60th Percentile	35	12.7
Between 60th & 70th Percentile	37	13.5
Between 70th & 80th Percentile	45	16.4
Between 80th & 90th Percentile	48	17.5
Bottom 10 Percent	28	10.2
Total	275	

It seems clear from the above table that the majority of the non-Regents students (70.2% or 193 out of 275) graduate in the bottom half of their high school graduating class. This observation is reinforced by the data on high school average which follows:

TABLE II: Number and Percentage of Non-Regents Students by High School Average

High School Average	Number	Percentage
90 or Above	5	1.9
85 to 89	10	3.8
80 to 84	40	15.3
75 to 79	90	34.5
70 to 74	87	33.3
69 or Less	19	7.3
Total Known	261	

This data shows that the overwhelming majority of non-Regents students graduate from high school with averages of less than 80. In fact, 75% of the students for whom high school averages are available did not attain an 80 average. Clearly, based on both of these measures, the majority of the non-Regents students did not perform well in high school.

The next series of tables indicate the relationship between high school rank, high school average, and college success.

TABLE III: Relationship Between High School Rank and First Semester Grade Point Average for 275 Non-Regents Students

Rank	Total Number	Correlation Between High School Rank & First Semester GPA	Grade Point Average For First Semester Mean	Median
Top 10%	6	.086	1.53	1.91
10-19	8	-.027	1.63	1.66
20-29	15	.322	2.31	2.15
30-39	30	.153	1.93	2.21
40-49	22	-.200	1.97	2.10
50-59	35	.180	1.73	1.80
60-69	37	-.145	1.84	2.00
70-79	45	.016	1.29	1.60
80-89	48	.294	1.43	1.75
Bottom 10%	28	-.661	1.00	1.10
Total	275	.262	1.61	1.80

This table clearly indicates two important facts regarding non-Regents students: First, non-Regents students, regardless of high school rank, are not likely to attain a 2.00 QPA in their first semester. With a 1.61 mean average and a 1.80 median average, the prospects of these students is not encouraging. The second observation of note is the relatively low correlation (.262) between High School Rank and First Semester Grade Point Average. It would appear that the fact that a student is a non-Regents graduate is more significant as a predictor of success at college than was their specific high school rank. Simple regression analysis indicates that it would be necessary to be in the top 27 percent in order to predict a first-semester grade point average of 2.00.

A second way to view the same data is to look at the high school averages of these same 275 students:

TABLE IV: Relationship Between High School Average and First Semester Grade Point Average for 275 Non-Regents Students

High School Average	Number	Correlation Between High School Average & First Semester GPA	Mean Grade Point Average	Mean Grade Point Average
90 or Above	5	-.362	1.87	2.00
85 to 89	10	-.286	1.77	1.89
80 to 84	40	-.153	1.92	1.96
75 to 79	90	.255	1.77	2.00
70 to 74	87	.151	1.40	1.60
69 or Less	19	.078	1.17	1.25
Total Known	261	.222	1.62	1.80

In effect, this table reinforces the observations made based on Table III. High school average is not a significant predictor of college success for non-Regents students, as the mean grade point average for each of the cohorts falls below 2.00. The correlation between high school average and first semester grade point average is even lower than that for high school rank. It would appear that rank is slightly more useful than average as a predictor of performance, but that the fact that a student does not have a Regents diploma is more significant than either rank or average. Simple regression analysis indicates that student would need a high school average of 84.8 in order to predict a 2.00 first semester grade point average. With only 15 students falling into this category, we can safely say that few students would be predicted to be successful in college who do not have Regents' diplomas.

First Semester Performance of Non-Regents Students as a Predictor of Grade Point Average After Four Semesters--

It has often been argued that colleges should "front-load" their efforts at retention into the first semester. This section will look into the impact of first semester grade point average upon success after four semesters for the 275 of the non-Regents students studied. Success in the first semester can be defined in many ways. For the purposes of this report, however, we will study two levels of success: those students who completed 12 or more credits with a 2.00 or better and those who completed between 1 and 11 credits with over a 2.00. Table V breaks down these 275 students by first semester grade point average and credits completed:

TABLE V: First Semester Performance of 275 Non-Regents, First-Time, Full-Time Students at Capital Region Community and Technical Colleges

First Semester Experience	Number	High School Median		Percent of Total Group	First Semester GPA		Correlation Between First Semester Grade Point Average and	
		Ave.	Rank		Mean/Median		H.S. Ave.	H.S. Rank
2.00 or better QPA with twelve or more credits completed	99	77.2	57.4	36.0	2.53	2.46	.192	.144
2.00 or better QPA with eleven or less credits completed	24	74.8	61.9	8.7	2.44	2.37	.165	.294
Less than a 2.00 QPA with twelve or more credits completed	65	76.1	62.0	23.6	1.16	1.40	.197	.241
Less than a 2.00 QPA with eleven or less credits completed	87	74.6	69.7	31.6	0.66	0.50	.152	.091
Total with 2.00 or higher	123			44.7				
Total with less than a 2.00	152			55.3				

This table indicates that only 44.7% of the Non-Regents students (123 out of 275) were able to attain a 2.00 or better in their first semester. Of these 123, most (99) were able to complete 12 credits or more in their first semester. Although these 99 had slightly higher median high school averages at 77.2 and high school rank at 42.6, neither rank nor average correlated well with their college performance.

A second table has been developed to determine relationship between success after one semester and success after four semesters.

TABLE VI: Relationship Between First Semester Success and Fourth Semester Success at the Capital Region Community and Technical Colleges

First Semester Experience	Total Number	4th Semester GPA Over 2.00		Median First Semester GPA	Median Fourth Semester GPA	Correlation Between 1st & 4th Semester GAP
		Num.	Percent			
2.00 or better GPA with twelve or more credits completed	99	78	78.8	2.46	2.35	.663
2.00 or better GPA with eleven or less credits completed	24	13	54.2	2.37	2.00	.288
Less than a 2.00 GPA with twelve or more credits completed	65	12	18.5	1.40	1.30	.817
Less than a 2.00 GPA with eleven or less credits completed	87	9	10.3	0.50	0.67	.795
Total	275	113	40.7	1.80	1.80	.877

With a correlation of .877, it is obvious that success in the first semester is directly linked to ultimate success. It is of significance that the median grade point average of these 275 students is 1.80, both after one semester and after four semesters. It is worthy of note that three of the four groups showed a decrease in median grade point average from the first to the fourth semester. It is also of some significance that those students who completed twelve credits or more were substantially more likely to attain a 2.00 in their first semester but do not complete 12 credits. The median grade drop-off for these students (from 2.37 to 2.00) is the highest of the four groups, the correlation at .288 is the lowest, and only 54.2 were able to sustain their 2.00 grade point averages. Clearly, this group of students should be carefully advised if we hope to retain them.

Although graduation within four semesters would be considered to be difficult for non-Regents students, the following table was developed to show the relationship between high school rank, grade point average in the first semester, and fourth semester grade point average for those students who were able to graduate, those still registered, and those who had dropped out of the colleges:

TABLE VII: Graduation, Still Registered, and Drop-Out Rates for 275 Non-Regents Students, Fall 1986

	Number	Percent	Median High School Class Rank	Median High School Average	Median First Semester GPA	Median Fourth Semester GPA
Graduates	27	9.8	57.1	77.7	2.53	2.55
Students Still Registered	95	34.5	57.2	76.0	2.04	2.03
Students No Longer Registered	153	55.6	69.3	75.4	1.13	1.14

With less than ten percent of the non-Regents students graduating from college within two years, we should be greatly concerned about these students. Clearly, the ability level of the graduates on average is higher than either that of the students still registered or no longer registered. The performance of the graduates was better in high school and remained better in college.

Of particular concern should be the 55.6% of the students, 153 out of 275, who were no longer registered. Of these 153, only 27 or 17.6% had a 2.00 at the point when they left the college. Of these 27, only 9 had completed 32 or more credits. It is obvious that few non-Regents students are successful but drop out of the college prior to graduation. The vast majority of those students who left these institutions failed out (82.4%).

Program Selection as a Factor in Success for Non-Regents Students

With less than ten percent of the non-Regents students graduating in four semesters and only forty-four percent receiving a C average or better in their first semester, we should have a great concern about the proper placement of these students into college programs. It would seem to be extremely important to understand the programs where non-Regents students can succeed. The following table summarizes the success of these 275 students by program area:

TABLE VIII: Program as a Factor in Suceess for 275 Non-Regents Students, Fall 1986

Program Area	Number	Mean High School Class Rank	Mean First Semester GPA	Number & Percent w/2.00 or Better w/12 or More Cr. Completed 1st Semester		Number & Percent of Graduates	
Business	69	38.6	1.47	19	27.5%	3	4.3%
Criminal Justice/ Human Services/ Education	38	38.3	1.47	11	28.9%	3	7.9%
Technology	35	44.2	1.89	18	51.4%	7	20.0%
Food Service	33	29.8	2.14	22	66.7%	7	21.2%
Undeclared	31	27.3	1.27	6	19.4%	0	0.0%
Humanities/ Social Science	26	34.3	1.55	6	23.1%	2	7.7%
Secretarial Science	19	38.3	1.33	7	36.8%	4	21.1%
Mathematics/ Science	12	56.3	1.92	5	41.7%	0	0.0%
Allied Health	7	42.1	1.70	3	42.9%	0	0.0%
Agriculture	5	51.3	1.69	2	40.0%	1	20.0%

This data clearly indicates that there are very few program areas where non-Regents students actually have a realistic chance of success. It is significant that the various progrms in the Food Service area have the highest first semester quality point average, the highest number and percentage of students who succeed in the first semester, and the highest number of graduates. It is also of some significance that these students also have the lowest high school rank of any of the programs. Clearly, this is one area where these non-Regents students can succeed.

The only other area where over 50% of the students received a 2.00 or better in their first semester and where 20% were able to graduate in two years was the Technology area. The largest programs represented in this area are Electrical Technology, Mechanical Technology/Drafting, Building Construction, Automotive Mechanics, and Non-Destructive Testing. One thing that each of these programs has in common with Food Service is that they are programs that could build on successive high school programs at Vocational/Technical high schools.

Two other areas were able to graduate 20% of the students although 50% did not attain a 2.00 in their first semester. These two programs, Secretarial Science and Agriculture, also provide for potential articulation programs with local Vocational/Technical high schools.

It is of significance that fully two-thirds of the 275 non-Regents students did not register for those programs where they were most likely to be successful. Of the 183 students who majored in Business, Criminal Justice, Human Services, Education, Humanities, Social Science, Mathematics, Science, Allied Health or were undeclared, only 27% were able to attain a 2.00 in their first semester and only 4% were able to graduate in two years. This should be a major consideration when advising non-Regents students.

Sex as a factor in College Success for 275 Non-Regents Students

The final factor to be studied in this paper is sex. The impact of sex is outlined in the table:

TABLE IX: Sex as a factor in College Success for 275 Non-Regents Students

		First Semester GPA		Fourth Semester GPA		High School Average		High School Rank	
Sex	Number	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Female	132	1.56	1.69	1.56	1.74	76.9	76.6	40.1	39.2
Male	143	1.65	1.85	1.60	1.80	75.9	75.4	35.3	31.4

Surprisingly, the data indicates that males, although having lower high school averages and ranks, in fact perform slightly better than did females. Part of the explanation for this phenomena may well be the fact that those programs where non-Regents students are most likely to succeed are primarily male-dominated curriculums. Of those curriculums where over 20% were to graduate in two years, only the Secretarial Science area was dominated by females. If program selection for these non-Regents students is as important as the previous section would lead us to believe, we may need to either integrate more females into traditional male-dominated programs or develop more female-dominated Technology programs. It is of some interest that the correlation between first semester grade point average and fourth semester grade point average is almost the same for both males and females. The correlation for females was .878 while that of males was .877.

CONCLUSIONS AND RECOMMENDATIONS

New York State two-year colleges should remain open door institutions. The society needs an educational institution that has as one its major goals providing the opportunity for a college education to those who have not previously been successful.

However, it seems obvious from the research that went into this study that the two-year college movement must provide far more help for non-Regents students. Therefore, I would recommend that each college increase its efforts in the following areas:

1. Two-Year College - High School Interaction

The lack of success of non-Regents students in two-year colleges has to be made known to parents, students, and high school faculty. In particular, the decision to enter the Regents program, normally made between the seventh and ninth grade, should be an informed decision. Too many students in the State of New York are opting for the less rigorous non-Regents program because they are told that they can still attend college without a Regents degree. Although this is of course true, they should become aware of the dangers in the decision.

2. Research on High School Curriculum

At present, there are four high school tracks: Regents program, combined Regents/Vocational program at BOCES, non-Regents general track, and non-Regents BOCES program. The research included here would indicate that three of these programs are viable college preparatory programs; however, the non-Regents general track program would not seem to prepare the student for any postsecondary training. It would appear that most students should be discouraged from choosing this program.

3. Two-Year College - BOCES Cooperation

Both the BOCES Regents and non-Regents tracks should be carefully articulated with programs at the two-year college level. This is particularly important for the non-Regents vocational program. Two-year colleges should be spending far more time and energy developing Associate in Occupational Studies programs that can function as capstone Vocational/Technical programs for the non-Regents BOCES programs. These two-plus-two programs are probably our best hope for success for those students described in this study and also in Dale Parnell's book, The Neglected Majority. For many students these programs will probably take a total of five years, but it will be important for the students involved to know the program objectives when they begin.

4. Remedial/Developmental College Programs

This paper would certainly lead to the conclusion that at least thirty percent of the entering class would need to begin their college study at a level lower than that outlined in most college catalogs. I would also recommend that each college develop at least two levels of full-time, pre-college programs for these students. It is apparent that non-Regents students do not have the academic background to succeed in regular college classes until they make up the deficiencies that they had when they were admitted. For many students it will require two full semesters of pre-college level work to make up for the high school backgrounds of non-Regents students.

5. First Semester Freshmen Schedules

The tremendous significance of the first semester cannot be overemphasized. Therefore, each college needs to determine the success rate of students based on high school preparation for every course normally taken by entering freshmen. Once this information is generated, it must be used to properly schedule students into a first-semester schedule that has the best chance of success. Letting students select the courses that have the greatest appeal to them, regardless of whether or not they have the ability to succeed based on their background, cannot be accepted if the college is truly concerned about student success. It is clear that two-year colleges will need to play a more active role in prescribing what courses students can take in their first semester if we are to have any significant impact on retention and student success.

6. The Term Two-Year College

The fact that so few students graduate from these colleges in two years should lead to our questioning the use of the term "two-year college." In all fairness, we probably should begin to discuss what would better describe our colleges. We may want to develop a new descriptive term that combines our lower-division transfer function and our vocational/technical function but is not tied into the concept of the length of time that a student should take to complete the program.

TESTING ACCOMMODATIONS FOR THE DISABLED

by
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A program to assess the basic skills of incoming students has been in place at Rockland Community College since 1982. Begun as a pilot program of placement tests for students whose high school records were below average or nonexistent, it assessed student skill levels in reading, writing, basic math, and algebra. The purpose of the testing was to determine student readiness for college-level courses.

Among the things demonstrated by the pilot program was that the high school record was not necessarily a reliable index of student skill or readiness for college-level study. There are different levels of classes in local high schools, so that while schools may use the same or similar letter or numerical systems, grades are not always equal. In addition, the unmotivated high school student may, nevertheless have very good basic skills.

In 1984, the College's Competency Assessment Task Force moved to make requirement for placement examination universal. We were, therefore, careful to use the word "assessment" rather than "test" in our literature. It was important that students understand that we were not measuring intellectual ability, but were trying to determine in which classes they stood the greatest chance of success.

There was considerable resistance to the new policy among both students and faculty. Students and their parents felt the test unfair if individual scores did not reflect high school grades, especially in English. They asked why students should be required to pay for and "waste" their time in a noncredit, remedial class. Faculty, then, feared the reaction would trigger a decline in enrollment and affect their own classes.

Gradually, all factions began to both adjust to the idea of competency assessment and to accept it as policy. That freed us to concentrate on other problem areas of the new policy as they surfaced. One of those was of being unable to fairly administer the test to the disabled student wanting to pursue a degree at the College.

In general, disabled students may be divided into two categories, the physically challenged and the learning disabled. We have worked to develop assessment procedures that offer a true measurement of basic skills too often masked or distorted by disability. The procedures were developed through the joint efforts of the Office of Assessment and the Office of Disabled Student Services.

The first step was to make certain that the testing site was wheelchair accessible. Our campus has a limited number of large rooms suitable for testing. Therefore, we had to make a conscious effort to reserve room(s) in the building that houses the elevator students may use without a key. This is equally important for those students who, though not wheelchair bound, have difficulty negotiating steps. (If your institutions has returning adult or senior citizen populations they, too, may welcome such an accommodation.)

Ellen Spergel, College Coordinator of Disabled Student Services, became aware of those physically disabled students who needed other accommodations. Often, these students were unable to manage the assessment process within the standard format. In response, we have provided a large-print test for the visually impaired; readers or taped questions for the legally blind; scribes for those whose motor problems affect their ability to hold a pen or pencil; and the extended time some may need to complete a standardized test.

After roughly three years, we noticed that our learning disabled population had grown to the point that we needed new procedures. Disabled students often did not declare their disability until they realized that poor performance on the assessment would result in their placement in a developmental program. The idea of accommodations for the learning disabled seemed to cause more discomfort for some of our faculty members than did those for the physically challenged. Some of that concern centered around the question of a student's college-level academic potential if he or she could not perform well within the allotted time. The feeling was that perhaps they were better suited to a developmental program until they "had their basic skills together."

Each accommodation made for the learning disabled has come into being after much discussion and deliberation among the heads of the English, Developmental Studies, and Math departments, all of whom are represented on the Competency Assessment task force. In a few cases, Ellen Spergel and I have also sought the advice of the President.

After a time, it was decided to evaluate each individual case before deciding what accommodations to offer, examining each student's Individual Educational Plan (from his school district's Committee on Special Education). This would tell us what had worked in the past.

The process was becoming unwieldy. We were, however, able to hire a learning disabilities specialist to help. With two people in the Office for Disabled Services, we launched a redesign of the process starting at the point of application.

When an application for admission is received, the student's letter of acceptance is accompanied by an explanation of the assessment policy and, for the disabled student, a card to complete and return. The card informs the student of the services available and the person to contact. If it is Ellen Spergel, she will meet with the student and determine how he or she would be best served. Once she has decided what is needed, the Office of Assessment is informed and the necessary arrangements begun.

If the student is learning disabled, he or she is seen by Marge Zemek, who explains how the information she needs from their school may be obtained. If the student is a returning adult or one who does not have access to such information, that student is referred to agencies able to do the necessary testing.

Once all necessary information is in hand, a form is sent to the Assessment Office indicating, for example, the need for extra time, for a tape recorder or reader, a scribe, a calculator, or perhaps, breaks during the testing session. In the space provided for comments, we can be alerted to anything else that seems relevant.

The system now helps us identify those students needing the services we can provide. However, we must be careful that no one is led to believe we have special programs for the disabled. While we do have instructors willing to work closely with the Office of Disabled Student Services to provide accommodations similar to those made for testing, most do not have any special training working with the disabled.

Each year increasing numbers of students become aware of the services and accommodations we can provide. While we do not maintain records of those who are assessed in a regularly-scheduled exam, the number of those requiring individually-scheduled exams has gone from 42 in the fall of 1987 to 76 in the fall of 1989.

Many believe the time and effort required would be better used elsewhere, unaware that some of the services are required by law. While the College has researched the legal parameters within which we must operate, legal requirements have gone hand-in-hand with a sincere desire to help these students avail themselves of a chance at a college education.

This procedure is not possible without people who are knowledgeable about the needs of the disabled and are willing to work to provide the services needed. There are always those at the outset unwilling to believe that such procedures can work to the benefit of both student and institution. It is only after the system is in place and working that positive comments--even praise--will filter back.

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DISTANCE LEARNERS:
THEY'RE CLOSER THAN YOU THINK

by
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Programs of distance learning--using telecourses for the most part--are no longer new. Many telecourse programs were developed by colleges listening to the demographic imperative: the unpleasant sound of a shrinking high school population which signalled the desirability of appealing to the adult learner in the community, a potential replacement for dwindling numbers of high school graduates.

Although serving the distance learner requires "alternative" approaches to learning, these approaches are no longer regarded by most colleges as experimental, and many institutions are offering telecourses with justified confidence in their educational quality and comfort with their methodology.

Strange as it may seem, there may even have developed a sense of complacency about telecourses, now that so many colleges have integrated them smoothly into their academic programs. Colleges feel they know who the distance learners are and feel that they are fully serving this population.

Whom do we usually think of as the audience for telecourses? Here are a few typical portraits:

> Sheila Miller, a thirty-something single parent with two preschool children, works all day at a low-paying job. Her child care arrangements take a large chunk of her salary. Sheila has just begun a program leading to the Associate degree by enrolling in two 3-credit telecourses at her local community college. She views her programs at home in the evening, mails in her assignments, and speaks to her instructor on the telephone. She will only need to hire a babysitter four evenings in the semester, when she attends on-campus orientation sessions and takes exams. To Sheila, an A.A. means the potential of the higher salary her family needs.
>
> Joe Murray, thirty-two years old, has a good selling job which requires him to travel too frequently for him to be able to attend evening college classes. Yet his firm made it clear some time ago that without at least a two-year college degree he cannot hope to enter the ranks of management, which he very much wishes to do. He has already earned 30 credits from his local community college by taking telecourses and plans in this way to obtain his degree.

> Marsha Curtis is a woman in her twenties with a recurrent condition of arthritis accompanied by pain and muscle weakness. Sometimes she feels quite well and has completed several semesters of on-campus study at her local community college, with very high grades. But sometimes, particularly in the colder months, Marsha has difficulty walking and often cannot even drive. Last February she enrolled in a full 12-credits of telecourses, which she completed at home, earning her usual A's. When she was unable to get to campus to take exams, her college sent a proctor to her home. Marsha is confident she will complete her degree on schedule.

Other typical vignettes may occur to those of us familiar with telecourses: the returning, usually female, student of a mature age who needs to build self-confidence in her academic abilities before having the courage to sit in a class with younger students . . . the mature learner, again usually female, who chooses not to leave her children or an aged, ill relative in the care of others and enrolls in telecourses for desperately needed intellectual stimulation . . . . These stories have become part of our litany of truth about telecourses and the distance learner.

In fact, such students as these are only part of the population of students enrolled in the Telecourse Program I began and now coordinate at Rockland Community College. We do get a healthy initial mail-in registration for telecourses from students out in the community who have read our publicity and been intrigued enough to call for information and then enroll. They are "distance learners" in that they could not--or would not--enroll in courses on the campus, at least at this time.

But there are many, many students who are not "distance learners" in any of the traditional senses of the term. Almost all Rockland students work, full or part-time. The hours they have to spend in the classroom are limited, and also circumscribed by the realities of their work schedules. Haven't we all spoken at registration to the distraught student who must find courses that are offered during the three mornings a week he or she is not at work, and who says finally in frustration, "I'll take ANYTHING that isn't closed that meets Mondays, Wednesdays and Fridays at 9 o'clock!" Not the ideal way to acquire a meaningful education.

Such students choose to take telecourses to fill out their full-time schedules. Many on-campus students can only fit a part-time classroom attendance into their busy lives, but, because of the time and space flexibility provided by telecourses, they may be able to carry a full-time program by adding six credits of telecourses to nine credits of classroom instruction.

The on-campus student is helped in two ways by the availability of telecourses. First, a telecourse can allow a student to pick up a requirement for his or her degree program when all sections of that course offered when the student could attend are closed. Second, a telecourse allows the student whose schedule is busy due to work or personal responsibilities to substitute specific hours spent in a classroom with flexible hours spent watching video programs. Because of VCR technology, students can record programs and "time shift" by watching them at later, more convenient hours.

There is an additional category of on-campus student who is likely to enroll in a telecourse. During the week following registration is our drop/add period, a time of frantic switching as students discover a mismatch between themselves and instructors or courses and attempt to find more compatible versions of both. Students who delay their decision to drop a class until the second week are not permitted to add a new class, but they are allowed to add a telecourse, as they can easily make up the missed week of viewing. Our biggest jump in telecourse enrollment occurs in the week after drop/add.

Thus on our campus, where more than 1,300 students a year enroll in telecourses, we are serving very large numbers of students who are not really distance learners in any sense of the term. And I suspect that this situation is not unique to Rockland. What does that mean?

For one thing, it means that the efforts to create publicity and provide information about telecourses must be directed on-campus as well as in the community. A college which does not aggressively provide telecourse information to its on-campus students may be missing half its potential telecourse enrollment, and students who could be carrying full-time or heavier loads and moving swiftly towards achievement of a degree are being unnecessarily detained.

Even more important, it means that we cannot assume that the telecourse student is a self-motivated mature learner with clearly defined goals. He or she may be the same student who misses deadlines even within the structure of a regular classroom. Guidance and support for these students must be readily available; the student's failure to keep up must be quickly identified and responded to. Instructors must be oriented to the need to reach out more often to these students, to call them and not wait to be called. In an effort to increase retention and student success, our College now has the policy that a telecourse instructor must immediately call any student who misses an assignment deadline or an exam. We are presently asking instructors to turn in records of contacts with students, so we can study the correlation between numbers of contacts between faculty and student, and grades and rates of successful completion.

When one becomes aware of the reasons some on-campus students take telecourses, one also realizes that without further modifications of program requirements, there are some students whose needs we are still not serving. The student who drops a course in the second week of the semester, or even the third week with special permission, can add a telecourse. But our students can withdraw without penalty almost to the midsemester. What of the student who needs those 3 credits for an imminent graduation or to maintain financial aid?

To serve such students, I have persuaded some faculty members to accept rolling admission in their telecourses. The week the student enrolls become week one; the instructional program continues for the next fourteen weeks, into the next semester, or is telescoped and compressed if the student is exceptionally able. The instructor gives the student an IP (in-progress) grade at the end of the semester if necessary, and changes it when the work is completed.

To more fully meet the needs of students who find themselves out of sync with the College semester deadlines, of course a more diversified offering of non-semester-bound courses is needed. To that end, we have developed a new and growing list of "distance learning" courses, which we differentiate from telecourses in part because they are not semester bound and in part because they are units of independent study which may be built around video tapes but also around audio tapes or print-only materials.

We have several hundred students thus studying at a "distance," and we are just beginning to learn the kinds of profiles to expect of this population. But that is a topic for another article . . . .

A PILOT PROJECT: THE BRIDGE PROGRAM
EASING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE

by

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The Bridge Project, a summer pilot project at Herkimer County Community College, has provided a foundation for success among hundreds of students who would otherwise have foregone a college education. The project was funded through the Carl D. Perkins Vocational Education Act and local monies received through the HCCC Community Education Office. The intent of the project was to ease the transition from high school to college, creating feelings of readiness in the areas of reading, writing and study skills for identified populations of "high-risk" students. Through ASSET testing, conducted by the College's Learning Center, prospective candidates were identified for the program. The program was also open to "community residents" and other adults seeking to "bridge the gap" to college-level study. The program works to strength individual skills necessary for success on the college level. Having completed the program, one student claimed: "For the first time in my life, I feel ready to start studying this fall!"

Prospective students were pretested in reading, math and study skills. Everyone presenting verbal deficits provided writing samples. Those demonstrating need were grouped by area of specific need for the pilot course. With small class sizes, instruction tailored to meet personal needs was the rule rather than the exception. Having not been exposed to college-level study skills prior to this experience, most students were eager to learn the material presented. Several expressed the realization that this type of instruction would of great assistance to them once study began in the fall.

Those identified as having problems in the reading area were provided reading improvement instruction. Since the textbook used correlated reading improvement instruction with study skills instruction the course provided participants with reading comprehension skills necessary to process college-level textbooks. Students desiring work in writing were involved in a process of instruction similar to the College's English composition course. This method provided each student with an opportunity to practice college-level writing. Word processing equipment was used individually to publish essays.

Students requiring work in mathematics were taught Basic Math Skills using individualized instruction. Math workbooks provided individual practice in prescribed areas.

Bridge Project activity was scheduled for two hours daily for three weeks during the summer. This schedule yielded thirty hours of college-level instruction for each individual. The first hour of each class focused on the complementary presentation of reading and study skills, meeting both tested and stated needs. Instruction followed the Langan text, Reading and Study Skills. During the second hour of the pilot, instruction was completely devoted to addressing diagnosed needs. Students who needed to strengthen reading skills were given teacher and computer-based instruction, focusing on specifics including "main idea," "secondary idea," "vocabulary," "inference," and "evaluation," among others.

Students with writing deficiencies focused on learning to write in various essay formats, using the "process method" of writing. McPherson and Cowan's text, Plain English Please, was employed by this group.

Each student practiced using the "Word Perfect" word processing program in addition to gaining experience with Queue's "Inferential Thinking Skills," Milliken's "Comprehension Power," and "Cloze-Plus" vocabulary programs. Other software was available for student use as well.

This project was especially beneficial with the learning disabled population. Instructors discussed important issues with the group, such as academic survival and success at the college level. Learning disabled students were encouraged to express individual needs to professors and ask for various kinds of assistance, such as specific testing and instructional modifications. In addition, each was given an orientation to the College's Learning Center operation. The Center is a foundation resource during their experience at HCCC. In addition to a professional staff of trained educators, the Center also coordinates the peer tutoring program on campus.

The Bridge Project worked for students in many ways. For example one student, with cerebral palsy, had difficulty taking class notes. In addition to instruction on notetaking, this student was instructed in ways to set up a "classmate system," using other students to copy notes for use in studying later. Other students were advised about taping class sessions and lectures. In some instances, students and their families were given information which allowed them to contact the local Association for the Blind, in order to obtain taped texts which compensate for visual processing deficiencies. Still others were provided testing for auditory, visual, decoding and comprehension processing problems. This service aided in diagnosing difficulties prior to the students entering college . . . hopefully preventing them from beginning study from a deficit position before they even "cleared the starting gate."

The summer Bridge Program at HCCC provided a continuity of instruction for all participants as it built skills, confidence and college-level experience on a daily basis. The experience was productive and enjoyable for faculty and students alike, as an air of eagerness pervaded each class.

The overwhelming majority of students described the Bridge Project as having met their needs. Follow-up with these students during the fall semester indicates that, as a group, they are succeeding with their academic objectives. Their efforts over the summer have paid off. They have bridged the gab between high school and college with the Bridge Program.

GENERATOR TRANSPLANTS FOR TENURED FACULTY
(Business Experiences Applied to Academia)

by
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This is a discussion of the perennial question of motivation as it applies to tenured faculty in a rural public community college. The title was inspired, if you will, by Hertzberg's article, "One More Time: How Do You Motivate Employees?" (53) I do not expect to answer the question for the last time, for by its very nature, the subject must be continually approached in light of the changes in our psychological, social, and economic environments.

What I am suggesting is that, today, we take this opportunity to revitalize the commitment and dedication to the challenge we face as teachers and, realistically, as employees of the college. I think it is extremely detrimental to point the finger at any one person or any one position to solve all our problems. We, all of us, have to address ourselves to the situation.

The challenge to the teacher is twofold: 1) the task of the teacher in the classroom, and 2) his/ her responsibility to the total college. I will emphasize the second aspect, but only to demonstrate how it enhances and complements the first.

PROBLEMS AND A PROGRAM

The specific problems which prompted this paper include the excessive use of sick days, the poor attendance and lack of participation at meetings, and the unwillingness to serve on college committees. All of these are part of the total picture of the teacher's job. Any attempt at a solution must be multi-faceted to provide the teacher with the encouragement and support necessary to his/her job responsibility and career. However, I am not so much proposing a solution to the problems as I am emphasizing a total program of action that should be followed. Several aspects of my recommendations may already be in use. Again I emphasize that it is the total program that I am proposing for the successful generator transplant operation.

This program begins with the notice of a vacancy to be filled and ends with the retirement dinner. It consists of the following:

1) realistic job preview, including tenure
2) written job description, providing expectations

3) annual performance review, including student evaluations
4) goal setting: program and staff development
5) merit pay
6) retirement and recognition for service.

The thrust of the program is to offer and remind teachers of the techniques available to them to make their jobs more fulfilling and more productive, both personally and financially.

BACKGROUND

The setting is a rural public community college within New York State. The college, in its mission, seeks to provide comprehensive educational opportunities to all citizens of the county through its various credit and community service programs. The thrust is to provide the opportunity for students to enrich their lives and broaden their horizons.

The mission of the college is not just the setting for this paper, but the responsibility of administration (management) in carrying out its charge. As Peter Drucker, a leading management expert, states:

> "There are three tasks which management has to perform to enable the institution in its charge to function and to contribute:
>
> -fulfilling the specific purpose and mission of the institution
> -making work productive and the worker achieving
> -managing social impacts and social responsibilities". (40)

He strongly emphasizes that the unique contribution of the manager (in our case, the administrator, dean, chairperson) "is to give others vision and the ability to perform." (59)

There are over 150 members of the faculty serving five academic divisions. Approximately 75 percent have tenure. There are two associations ("unions"), the faculty association and the staff and chairmen's assocation. Each operates under its own contract.

THE REALISTIC SITUATION: TENURE AND "UNIONS"

The teachers (employees) have tenure (job security) and the association (union). Though both have been attacked from time to time, I feel that not only should we accept them as facts of life, but also the management (administration) should welcome them as positive elements within the work situation.

Regarding work design, Fein states that job security is "an essential pre-condition to enhancing the will to work" (70) and "as absolutely essential to high levels of productivity" (73). Hall and Hall, discussing career management, say that "one way to increase employees' sense of security and at the same time to establish tougher performance standards and feedback is through a system of corporate tenure" (21).

I had started my research to discredit tenure and ended with a stronger belief in it as a necessary job component. Also, I now believe more strongly that both management and unions need to be healthy to assure that both perspectives are presented in a professional manner for the good of the college as a whole.

REALISTIC JOB PREVIEWS

Personnel management experts today agree that, during the job interview, a realistic job preview should be given. This conveys not only the positive side of the job and the organization, but some of the problems and frustrations as well.

By providing a realistic job preview, which includes a written job description and the process used in the evaluation and promotion procedures, the individual knows what to expect in his/her position as a teacher at this college and how he/she will be evaluated in his/her performance.

ANNUAL PERFORMANCE REVIEW WITH STUDENT EVALUATIONS

Everybody likes to know how they are doing. The annual performance review, according to Meyer, " is designed to open communication channels and to develop a better working relationship between the two parties involved" (509).

Presently, we have an annual evaluation for retention and tenure, and then nothing unless the employee/teacher applies for promotion. The problem is that these initial evaluations are tied to job security and are not the appropriate time to have a discussion on future plans. It is a boss-subordinate relationship and not a professional-professional relationship, no matter how understanding the chairman might be. I am suggesting the annual review as a mechanism for communication on performance with a view to professional development. I strongly recommend that students' evaluations be included. These student evaluations should not be administered by management nor reviewed directly by management. Rather, they should be administered by the teacher alone or by peers. They should be encouraged as an indicator of the success or lack of it of various teaching techniques and approaches. This would encourage innovation and experimentation on the part of the teacher. The teacher would present his/her own summary of what the feedback from the students taught him/her and what the teacher would like to recommend to peers and to chairmen. The focus is on professional development and the overall development of the college by utilizing the talents of its personnel to accomplish its mission and goals.

Peters and Waterman quote Rene McPherson, head of the $3 billion Dana Corporation, concerning productivity through people: "Until we believe that the expert in any particular job is most often the person performing it, we shall forever limit the potential of that person, in terms of both his own contributions to the organization and his own personal development" (249).

However, I am not saying that the annual review alone is sufficient in motivating the teacher to excel. As a matter of fact, alone it is detrimental. If the vice president or my chairman spoke to me only once a year, I'd feel he really didn't care. But as a formal summation of regular and periodic discussion, the annual performance review enhances a sense of achievement, encourages productivity, and leads to greater self-development.

GOAL SETTING: PROGRAM AND STAFF DEVELOPMENT

I again quote Peters and Waterman: "We (the management) have an obligation to provide training ad the opportunity for development to our productive people who want to improve their skills, expand their career opportunities or simply further their general education" (249).

Experts agree that, in and of itself, goal setting can be used as a motivational technique. This is true also in unionized settings. The goal set should be specific and challenging, yet reachable.

I recommend two goals that satisfy both requirements and provide for the involvement of the entire college. First, I recommend that we prepare a description of the competencies that our students develop as they attain a specific degree, in other words, the outcomes of our courses and degree programs. I think this is necessary in fine-tuning our offerings. It is also a project that necessitates working more closely within academic departments and across divisional lines. It will demonstrate how each of us contributes to the education of the student and how each of us is only part of this process. It highlights each teacher's expertise and, at the same time, the total organizational approach necessary for success in serving our students.

A second recommendation is that we initiate a college-wide program to ensure that all teachers (employees) have the opportunity to learn to use the computer as an individual and as a teacher. Though this is presently somewhat available, it needs to be formalized. This goal is specific, challenging and reachable. It would also demonstrate what we teachers have to offer each other, and open up further opportunities where we could learn from each other for the good of the college and the community we serve.

MERIT PAY

Our college recently adopted a definition of and criteria for merit pay. This was a positive step, but it is too early to evaluate if it is doing what it is suppose to be doing. The critical issue is whether a perceived relationship exists between pay and performance. It is also essential that any criteria provide objective measures of performance. Though more difficult to administer than in the past, it is essential that appropriate pay be tied to such performance.

Merit pay is agreed by many to be a strong positive reinforcement. It gives prominence to positive efforts. This provides for constructive change far more effectively than trying to discourage undesired activities through negative reinforcement.

RETIREMENT AND RECOGNITION OF SERVICE

I feel the icing on the cake and the finishing touch for our program is the manner in which we say a final thank-you to those who have helped us to develop over the years. We hold a retirement dinner as a fitting and appropriate means of final recognition.

However, I would add another feature of recognition as demonstrated in the excellent companies. In these companies surveyed by Peters and Waterman, "we see a very conscious management effort to do two things: 1) honor with all sorts of positive reinforcement, any valuable, completed action by people . . . and 2) seek out a high volume of opportunities for good news swapping" (276).

If we wait until retirement to recognize the service and productivity of our teachers, we are missing the point of regular reinforcement of good work. I have two suggestions. First, every year we thank and recognize those who have completed 5, 10, 15, 20, 25 years of service. This may be done at graduation exercises or at a party afterwards. I would also give each person a pin or some token of recognition at this time. Second, at our monthly meetings, I would recognize any and all accomplishments of faculty during the past month, whether that was presenting a paper at a workshop or sponsoring curriculum development or something else. We all like to be recognized.

CONCLUSION AND REAFFIRMATION

What I have proposed is not so much to solve particular problems, but rather to recommend a total program approach to providng for self-motivation. I believe this approach is not that awesome to implement and that it will provide the opportunity for each member of the faculty to make his/her work productive and himself/herself achieving, while fulfilling the mission of the college.

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THE HVCC DATABASE RESEARCH PROJECT: INFORMATION ON-LINE/ON-DISC

by
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Introduction

It is often remarked that we are living in the information age. When manually searching for library reference material for term papers, the typical college student is often overwhelmed by the wealth of information available.

In the last few years, more than 4000 computerized databases have become accessible through more than 600 database vendors. This new technology permits information contained in books and periodicals to be searched and retrieved quickly and easily. As a result, a pilot project was initiated to fulfil the research needs of the typical student by integrating computerized database searching into various community college curricula.

Background

The Database Research Project (DRP) was started at Hudson Valley Community College in the fall of 1986. Approximately 100 Criminal Law I students were introduced to a new way of finding legal information through the use of an on-line database called LEXIS (Mead Data Central, Dayton, OH).

Before beginning the DRP, several things had to be acquired: computer facilities, hardware, and software. In addition, a training program had to be implemented for instructing students in the use of this new technology.

Implementation

First, a Database Research Laboratory was constructed by combining two conventional classrooms into one large classroom. The room was then repainted, rewired, carpeted, and outfitted with new furniture.

Second, computer hardware had to be acquired. The room was outfitted with 30 Zenith ZF-148 microcomputers. Each computer consisted of an 84-key keyboard, a green monochrome monitor, and dual floppy disk drives (360K). Each computer was equipped with 512K of random access memory. The computers were arranged in six-unit clusters so that five Epson LQ-1000 printers could be shared through the use of five Compuadd smart switch boxes. Each computer was connected to an Avatex 1200-HC modem which in turn was connected to a separate data-only phone line. This configuration allowed each computer to act as an independent on-line workstation. In addition, the room was equipped with a Kodak Datashow computer display panel so that real-time,on-line searches could be projected on an overhead screen for training purposes.

Third, two software programs were needed to permit on-line access: a telecommunications program and a keyboard-enhancement program. Mirror (SoftKlone Dist. Corp., Tallahassee, FL) was selected as the telecommunications program. Through the use of Mirror's scripting language, scripts were written to automatically initialize the modem, dial the phone number, give appropriate passwords, and sign onto the desired database.

Keyworks (Alpha Software Corp., Burlington, MA) was selected as the keyboard enhancement program. Keyworks was used to construct keyboard macros that allowed ease of database selection, data capture, and citation printing. For example, to print captured data, a student would simply press <ALT-P> on the keyboard.

Both Mirror and Keyworks (along with MS-DOS) were placed on a "system disk" which students would insert in Drive A of the computer. A formatted blank "data disk" was then inserted in Drive B of the computer to receive captured data.

Finally, a noncredit course was developed to assist students in learning how to conduct on-line searches. the course was called "Introduction to Database Searching," and it was divided into three one-hour sessions as follows:

Hour 1 - Introduction to On-Line Database Searching

What on-line databases are
Database record formats
Search terms and noise words
Boolean operators
Search strategies

Hour 2 - Introduction to the Microcomputer

Computer On/Off procedure
Monitor, main unit, keyboard, modem
Use of keyboard macros
On-line search demonstration

Hour 3 - Actual On-Line Search

Sign-on to database
Perform search
Capture information to disk
Sign-off from database
Print the citations

Students enrolled in Criminal Law I were scheduled in the Database Research Laboratory in large groups for hours 1 and 2, and in groups of 4 per hour for hour 3 of the noncredit course.

Two staff members were needed to provide support for the DRP: a librarian and a computer coordinator. The role of the librarian was to select appropriate databases, to assist in planning search strategies, and to help students interpret database printouts. In addition, the librarian taught hour 1 and assisted during hour 3 of the noncredit course mentioned above.

A computer coordinator was needed to configure and maintain the hardware and software, to recruit and to schedule students, to teach hour 2 and to assist during hour 2 of the noncredit course.

Searching LEXIS incurred charges for telecommunications ($6/hour), database connect time ($200/hour), number of citations retrieved ($0.10/citation), and monthly password fees ($75/month). In order to pay for these charges, each student registered for Criminal Law I was assessed a $25 database fee. A typical search lasting for ten minutes would incur charges of approximately $21.60. The remainder of the student fees was used to pay for monthly password fees and to purchase DC-ROM hardware and software (see below).

Operation

After completing the first two hours of the noncredit course, students were assigned a legal question by their instructor. The students would then consult with the librarian and together formulate a search strategy for finding the appropriate information.

Students would come into the Database Research Laboratory to conduct their search. They would sign-on to LEXIS and select the appropriate database for their legal question. They would then type in their search strategy and capture the citations displayed to disk. Then, after sign-off, they would print a hard copy of the citations relevant to their assigned legal question. They would then go to the Learning Resources Center and locate the law books containing the full text of their citations. After reading this information, the students could complete their Criminal Law assignment: to write a legal brief based on their database research.

Expansion

Because of the success of the DRP with Criminal Law I, an effort was made during the Spring 1987 semester to expand the project. Three additional courses were added: Criminal Law II, The Exceptional Child, and Clinical Sessions II. Criminal Law II also made use of the LEXIS database; however the other two courses required different types of information.

The Exceptional Child course was offered as part of the Early Childhood curriculum at Hudson Valley. Students enrolled in this course of study were interested in information about hyperactive children, retarded children, gifted children, etc., in order to write a term paper. As a result, the ERIC database was selected for this course. ERIC (Educational Resources Information Center) contains information about education at all levels.

The Clinical Sessions II course was offered as part of the Albany Medical College--Hudson Valley Physicians' Assistant Program. Students enrolled in this course were interested in information about diseases, medical procedures, etc., in order to write a term paper. As a result, the MESH database was selected for this course. MESH (National Library of Medicine) contains information about medicine at all levels.

Both ERIC and MESH were available on-line through Bibliographic Retrieval Service (BRS, Latham, NY). As a result, a subscription was obtained from BRS so that their database system could be searched.

Students enrolled in The Exceptional Child and Clinical Sessions II courses were assessed a $10 fee to cover the cost of searching the BRS databases ($15/hour). A typical search lasting for twenty minutes incurred charges of approximately $8.50. The remainder of the student fees was used to purchase CD-ROM hardware and software (see below). The noncredit course was then modified for the search procedures peculiar to the BRS search service.

CD-ROM

During the Fall 1987 semester, a Phillips CM-100 CD-ROM (Compact Disc/Read-Only Memory) unit was purchased so that databases available on compact disc could be explored. In order to support CD-ROM, one of the Zenith microcomputers was upgraded to a CD-ROM workstation by increasing the memory to 640K, and installing a hard disk and a CD-ROM expansion card.

Since the DRP already had a population of students interested in searching for medical information, the first CD-ROM database purchased was MESH ($995), also available from BRS. The noncredit course was again modified to incorporate CD-ROM searching.

The use of CD-ROM in the Clinical Sessions II course cut our search costs significantly--gone were the telecommunications, connect time, number of citations, and monthly password charges. In addition, students could spend as much time as they wanted searching the CD-ROM disc, and they could use the system over and over again. As an added bonus, students could print out abstracts of their citations, a practice too expensive to be done on-line.

During the Spring 1987 semester, three additional courses began using the MESH database on CD-ROM: Hematology, Advanced Radiographic Positioning and Respiratory Care in the Community Hospital.

The positive feedback received with the use of CD-ROM prompted the purchase of two additional CD-ROM databases: Readers' Guide to Periodical Literature ($1095) and Applied Science and Technology ($1495) (Wilson Disc, H.W. Wilson Co., New York, NY). These acquisitions brought several additional courses into the DRP: English Composition: Writing for Technicians, Topics in Modern Biology I and II, Business Management, Zoology I and II, Thermodynamics, Electric Circuits, Basic Programming for Business, Basic Programming for Electronics, and Advanced Programming Language Concepts.

An added bonus of the Wilson Disc CD-ROM was free on-line access to the databases for which CD-ROM subscriptions were held. Since the Wilson CD-ROM discs were updated quarterly, very up-to-date information could still be obtained on-line for a nominal telecommunications charge.

During the 1988-89 academic year, five additional CD-ROM units were purchased and five additional microcomputers were upgraded to CD-ROM workstations. All students involved in the DRP (except for Criminal Law students where CD-ROM was not available) were trained in the use of CD-ROM. The CD-ROM equipment was relocated from the Database Research Laboratory to the reference area of the Learning Resources Center so that students would have access to this technology during all regular library hours.

Since the CD-ROM software included extensive on-disc help, and because the CD-ROM units were moved to an open access area of the library, it was no longer necessary to offer the noncredit course. Beginning with the Fall 1989 semester, students were given basic CD-ROM training with the bibliographic instruction portion of the English Composition course required of all Hudson Valley freshmen. Learning Resources Center staff were available to assist students with difficult searches and to help students locate periodicals and books in the library. Computer staff were on call to assist with hardware and software problems and to upgrade the CD-ROM software when necessary.

The Database Research Laboratory is used as a general-purpose computer classroom when it is not being used for on-line LEXIS searches. The availability of the Database Lab as a fifth computer room for general use has helped to accommodate our ever-increasing demand for computer facilities.

Summary

At the present time, after assessing student and course requirements, our CD-ROM subscriptions have been revised to include the following databases: Readers' Guide to Periodical

Literature ($1095), Social Sciences Index ($1295), General Science Index ($1095), Business Periodicals Index ($1495), and ERIC ($295). There is now something on CD-ROM for every student in every curriculum at Hudson Valley.

Thus, what started out as a pilot project for 100 students has now become an integral part of the education of 1800 freshmen students each year at Hudson Valley. The response has been tremendous; the CD-ROM units are almost never idle. The thirst for information is being quenched!

THE DIFFERENCE BEING A SOCIAL ANIMAL MAKES
A Conceptual Scheme

by
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We human beings are social in a special sense: because of the functioning of our brain and central nervous system we seek meaning. We hunger for a life that makes sense, that offers hope, that uncovers a measure of joy.

So we are "social" in a somewhat different way than other forms of a animal life. We are not "blessed" with instincts that order the world for us, and that provide pathways for behavior. Rather we have a brain which enables us to think through our decisions. We base our behavior not just on an automatic response to the stimulation of our senses, but on a cognitive process.

This cognitive process enables us to step outside of the immediate situation, and to ponder what we will do, rather than just responding automatically to the input of our senses, telling us what's going on outside of ourselves. We weigh what is called for in terms of behavior, attitudes, feelings.

In short, through the processes of our brain/cognitive processes we interpret the input of our senses, and then act.

This interpretive stage seems to be unique to us human animals.

And the means by which we interpret what's going on about us is a content that is learned from the culture, and subcultures, of which we are a part. The brain stores these learnings, and then we use them to make sense out of our experiences. These learnings are, for us human animals, a replacement for instincts in animal animals. The promise is that by following our learnings living will make sense to us, will have meaning. These learnings provide a sense of order to daily living, and by using them, we are assisted in assessing what's going on about us so that our decisions for behavior will result in meaningful living.

These learnings, that provide the means by which we interpret the messages coming to us through our senses, are what make us social. We are enmeshed in a context of culture, and subcultures. Through the operation of the various institutions in which we live, and move and have our being we learn what our culture and subcultures have to say about what makes sense. Above all, these learnings provided by culture offer us the condensed and refined deposit of what those who have gone before us have found made sense out of their lives. This deposit, that is internalized in our very beings through socilization, gives us definitions of reality. And especially definitions of right and wrong, good and bad, true and false. They provide us with a philosophy for navigating the ins and outs, the ups and downs, of daily living.

We come to depend on these definitions--our very being senses that without them we would be nothing, and with them we can meet the day-by-day challenges.

But a strange thing begins to happen: we begin to believe that these definitions are THE definitions. We forget that they are actually the product of human beings struggling through the evolutionary pilgrimage to survive, and to make sense out of their existence. Because our lives have been surrounded with their presence, and are so familiar to us that we cannot imagine a world without them, we begin to give them an absolute status--as though these definitions have always been there--in fact, have been provided by the deity of our society.

When this begins to happen, we actually end up offering our lives and their meaning to some kind of tin god, or as the story of the wandering Israelites were said to do, we worship a golden calf.

And this devotion to some humanly created absolute(s) tends to push us toward a fearfulness of any other definition that differs from, even contradicts, our own. That which is different becomes the target of our anxiety, as though our world were threatened.

And indeed it is: that world that is built on the foundations given us by our culture. If our definitions are not absolutely RIGHT and GOOD and TRUE, then who are we? Given that through the processes of socialization we have become creations of our culture, when our own cultural definitions are brought into question, we are brought into question. Meaning appears to fly out the window, and we are left with an abyss.

Or are we? Could it not be that as we search for a wider context to consider the world, as we entertain the possibility that other definitions of reality may make as much sense as our own, as we recognize that every other culture is itself the creation of fellow human beings seeking to find meaning in living, we are offered the promise of fresh understanding, of fuller development as human beings?

If we accept this understanding of the human quest for meaning, and the part played by culture, and subcultures, I believe we are given a whole new world, a world much deeper and broader than any one society can provide, a world measured according to the proportions of what is true of any human being, anywhere.

But arriving at this state of grace, of riding loose in the saddle, or considering other than our own treasured definitions of reality, is no simple or easy task. It involves a pilgrimage in depth through facing what I would call the ultimate absurdity: here we are, alive and kicking, going about our daily lives with a measure of joy and a mixture of pain, but nonetheless, surviving--and on the other hand, we are each destined to be no more. To fully face such an absurdity is to flirt with meaninglessness--it is to wonder: What's the point of it all?

I make bold to suggest that facing this absurdity sets us free to really live in the here and now. It uncovers all of the smaller absurdities of being right, claiming we are good, asserting our truth as the truth. And these pervade the human enterprise as we ponder not only today's destructiveness, of today's pain amongst our fellow human beings, but the flow of history--one incessant struggle of societies against one another, doing so as though each had a corner on the right, the good, the true definitions of reality!

I would further suggest that as we embark on this process of examining what lies behind the daily absurdities of destructive conflict--from brothers and sisters, to husbands and wives, to nation and states--we will be awakened to the deeply social, that which lies beyond the wonders of every human culture. I am referring to our common purpose in furthering the evolutionary process of ALL human beings on this plant. It seems to me that such is the only goal worthy of being social animals, those who are constantly learning to move out of the muck, holding human life as beyond price, yearning to find a community based on something beyond the narrowness of any given culture.

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About the Contributors

Bennett
Edwin de F Bennett is in his 17th year as a Professor of Sociology and Psychology at Orange County Community College, regularly handling classes in social psychology, human sexuality, and introduction to sociology. He graduated in 1944 magna cum laude in Economics from Princeton. He received the Master in Theology degree from Episcopal Divinity School in 1950, cum laude and the STM from Harvard in 1951. He was an Episcopal priest from 1950 to 1970 and an instructor and graduate student in Sociology at Penn State from 1970 to 74. Mr. Bennett is fascinated with the philosophy of sociology and psychology, and pedagogy that serves the awaken students to the public and personal implications of the social sciences.

Biddle
Peter Biddle is a Professor of Biology at North Country Community College where he has taught a variety of courses including Microbiology, Environmental Conservation and Study of the Future. He received his B.S. degree from SUNY at Oswego, his M.S. from the University of Vermont, and completed a National Fellowship year at the University of Washington. In 1987, he conceptualized, designed, and implemented the Distant Learning operation at the College. For his teaching he was awarded the Chancellor's Award for Excellence in 1982 and for his Distant Learning work the Hodson Award in 1988.

Bythewood
Andrea Bythewood, a native of Philadelphia, received her Bachelor of Science in Education from East Stroudsburg State University in Pennsylvania, and her Master of Science in Education from Long Island University. She has been the Director of Assessment and Placement at Rockland Community College for five years. This has been the length of time that the institution has had universal assessment. She is also the College's Affirmative Action Officer.

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Renee' M. Caya received a Bachelor of Arts degree from St. Bonaventure University, and a Masters Degree from Alfred University. Work experience includes District Office, Research Assistant to the New York State Assembly for the Major Leader, and copywriter/radio announcer for Erin Communications, Inc. She is Secretary of the Continuing Education Association of New York, a member of the Southern Tier West Human Resource Development Committee, and the Olean Area Industrial Management Council. Ms. Caya is a tutor for Empire State College and an adjunct instructor at Jamestown Community College. She was included in the 1989 edition of Who's Who in U.S. Executives, and presented at the University of South Carolina's 1989 National Conference on the Adult Learner. Ms. Caya is the Assistant Director of the Continuing Education Department at the Cattaraugust County Campus of Jamestown Community College.

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Marie Czarnecki is an Associate Professor in the Humanities Department at Mohawk Valley Community College. She holds a B.A. in English from SUNY Fredonia. In 1989, she received the SUNY Chancellor's Award for Excellence in Teaching. She is currently serving as "Consulting Teacher" in the Learning-Through-Writing Program at MVCC.

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Thomas Giometti, a professor in the Humanities Department at Mohawk Valley Community College, received an A.B. degree from the University of Notre Dame, an M.A.T. from Indiana University at Bloomington, and an M.A. from State University at Albany. He has taught at Bishop Noll Institute in Hammond, Indiana; at Forest Park Community College in St. Louis, Missouri; and at Indiana University at Bloomington. He presently teaches courses in English, Spanish and the humanities.

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Eduardo J. Marti is President of Tompkins Cortland Community College. He received his bachelor of arts degree in 1964 and his master of science degree in 1966, and a Ph.D. in Protozoology in 1971 from New York University. He is a recipient of NYU Founders' Day Award for Academic Excellence. Dr. Marti came to Tompkins Cortland with over twenty years of teaching and administrative experience. He was formerly Executive Dean at Tunxis Community College in Farmingdale, CT; Acting President and Dean of Faculty at Middlesex Community College, Middletown, CT; and Associate Dean of Faculty, City University of New York Borough of Manhattan Community College. From 1966 to 1975, Dr. Marti taught Biology at the Borough of Manhattan Community College.

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Lorraine Martin, Humanities Instructor at Herkimer County Community College, has served the field of education for eighteen years as an elementary, high school, and college educator, and as an educational administrator. She also consulted for the Two-Year College Development Center and trained teachers in how to teach writing using the writing process. Ms. Martin has been honored by being named to Who's Who in American Education in 1987-88, and 1989-90. She has also been named to the Marquis Who's Who in the East in 1989-90 and Who's Who in Women Executives in 1989-90. Ms. Martin received the Bachelor of Arts Degree in English Education, Magna Cum Laude, from Utica College of Syracuse University and the Master of Science and Certificate of Advanced Stuides Degree from the State University of New York at Cortland.

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Dr. Gail Rogers Rice is the Dean of Academic and Student Affairs at North Country Community College. She has taught social sciences at the college since 1969. A SUNY Albany graduate, Dr. Rice received her A.B. in English and history and her certificate and Ed.D. in postsecondary administration. Dr. Rice was the recipient of the Chancellor's Award for Excellence in Teaching in 1979. She is a native of Saranac Lake and an active participant in local political and community affairs.

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COLLEAGUE

1991

CALL FOR PAPERS

State University of New York community college educators are invited to submit articles for inclusion in **Colleague**, an annual collection of articles on teaching and administration at community colleges. The publication is cosponsored by the Association of Presidents of SUNY Community Colleges, the SUNY Faculty Council of Community Colleges, and the University's Central Administration Office of Community Colleges.

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REVIEW OF ARTICLES: Attention will be given to both the subject matter and quality of presentation.

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PUBLICATION DATE: Winter, 1991

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